

Lesson Title: Important Dates in the Lives of Arkansas Natives

Short Term Goal: The student will help create a class timeline listing important dates in chronological order.

Common Core Standards:

- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.3. Describe the connection between a series of historical events.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

SLE's:

- H.6.2.6 Determine how photos and documents are used to gather information about the past.
- H.6.3.7 Analyze a timeline that illustrates selected historical events
- H.6.3.14: Describe the early American Indian *cultures* in Arkansas

Materials:

- http://www.teach-nology.com/web_tools/materials/timeline/
- **Arkansas Natives PowerPoint**
- **Time line worksheet (attached)**
- **Timeline event worksheet (attached)**

Direct Explanation/Model:

Whole Group

What:

The student will help create a class timeline listing important dates in the lives of early Arkansas natives the Osage, Quapaw, and the Caddo.

Why:

When reading for information the learner should be able to determine the main idea. The same is important when developing a timeline. They should be able to tell which dates were and are important in a series of events.

How:

The students will begin a class timeline by researching Arkansas Indians. They will read from their social studies text as well as view a PowerPoint about the three main tribes the Osage, Quapaw, and the Caddo. As they research they will record dates and determine which ones are important to remember.

Guided:

Begin by telling the students that timelines are a visual way to show events. Today we are going to begin researching the early people of our state. There are many dates that will be mentioned. Some of the dates are more important than others. When we read a piece of informational text we look for the main idea, which is what the writer wants us to learn. There are details in the passage that support the main idea. When we build a timeline we must include the most important dates or the timeline will be too crowded with information.

Show the PowerPoint about early Arkansas Natives. Have the children take notes on their timeline worksheet. Then they will “buddy” read in the AR pages of our social studies text about the same people. Instruct them to add any new dates or information they think is important.

The children will then meet in groups of three or four to analyze their information. They will determine which dates are the most important. (You may want to assign them a particular group of people to analyze so that you will have dates for all of the Indian groups.) They will choose three dates to write on sentence strips. The groups will take turns sharing their rationale for choosing the dates they did and add them to a timeline on the class wall or bulletin board.

Apply:

If there is time have the students work with their original partners to write a short description of the event to be added to the timeline.

An Event in History
An Event in History:
When did it take place?
Where did it happen?
Why is it important?

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Timeline Worksheet			
Event	Date	Description	Notes

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